

Dr. phil. Laura Brandl

Leopoldstraße 13, 80802 München, Deutschland
L.Brandl@psy.lmu.de

Curriculum Vitae

Personal Data

Name **Dr. phil. Laura Brandl**

Year of birth **1997**

ORCID <https://orcid.org/0000-0001-7974-7892>

ResearchGate https://www.researchgate.net/profile/Laura_Brandl

LinkedIn <https://de.linkedin.com/in/laura-brandl-723456205>

Research Interests

- Collaborative Problem-Solving
- Simulation-based learning
- Adaptive learning support & Personalized education
- Learning analytics
- Peer Feedback

Short Bio

Dr. Laura Brandl completed her M.Sc. in Psychology: Learning Sciences. During her PhD she focused on collaborative diagnostic reasoning and process data analyses. After earning her Ph.D. summa cum laude from LMU Munich in 2025, she started a post-doctoral position with a focus on empirical research methods in educational sciences and learning analytics. Currently, she is an Assistant Professor at the Chair of Educational Psychology at LMU Munich. Her work centers on designing and analyzing data-rich, simulation-based learning environments to foster complex skills (such as collaborative problem-solving in professional settings) using peer-feedback and scaffolding approaches. She is committed to developing theory-driven learning analytics and adaptive scaffolds that personalize simulation-based learning environments.

Academic Qualification

11/2021 – **LMU Munich (Germany), PhD student in Psychology**
02/2025 1st Supervisor: Prof. Dr. Frank Fischer
Degree: Dr. phil (summa cum laude, 0.5)
Date of Doctoral Defense: 12.02.2025

10/2019 – **LMU Munich (Germany), Master of Science Student**
09/2021 Subject: Psychology: Learning Sciences

Dr. phil. Laura Brandl

Leopoldstraße 13, 80802 München, Deutschland

L.Brandl@psy.lmu.de

Degree: M.Sc. (1.28)

10/2015 – **LMU Munich (Germany), Bachelor of Arts Student**
03/2019 Subjects: educational sciences (major), communication science (minor)
Degree: B.A (1.57)

Work Experience

Since 10/2025 **LMU Munich (Germany), Education and Educational Psychology, work unit of Prof. Dr. Frank Fischer**
Assistant Professor (Akademische Rätin auf Zeit)

04/2025 – **LMU Munich (Germany), Education and Educational Psychology, work unit of Prof. Dr. Peter Edelsbrunner**
10/2025 *Postdoctoral Researcher*

10/2021 – **LMU Munich (Germany), Education and Educational Psychology, work unit of Prof. Dr. Frank Fischer**
03/2025 *Research Associate*

02/2024 – **Monash University (Australia), Centre for Learning Analytics, work unit of Prof. Dr. Dragan Gasevic**
03/2024 *Visiting Researcher*

01/2023 – **University of Luxembourg (Luxemburg), Psychology & Educational Assessment, work unit of Prof. Dr. Samuel Greiff**
12/2023 *Support for programming and evaluation of PISA 2025*

04/2018 – **LMU Munich (Germany), Education and Educational Psychology, work unit of Prof. Dr. Frank Fischer**
09/2021 *Research Assistant*

List of courses taught

<i>Lectures (German-speaking)</i>	Vorlesung „Empirische Forschungsmethoden II -2“ [Lecture for Empirical Research Methods II -2] (B.A. Educational science): Summer term 2025
	Vorlesung „Vertiefung Forschungsmethoden 2“ [Lecture for Advanced Research Methods 2] (M.A. Educational science): Winter term 2025/26
<i>Courses (German-speaking)</i>	Übung „Vertiefung Forschungsmethoden 2“ [Seminar for Advanced Research Methods 2] (M.A. Educational science): Winter term 2025/26
	Projektseminar „Didaktisches Handeln“ (TutorInnen-Ausbildung Empirische Forschungsmethoden) [Project Seminar "Teaching

Dr. phil. Laura Brandl

Leopoldstraße 13, 80802 München, Deutschland

L.Brandl@psy.lmu.de

practice" (Tutor Training Empirical Research Methods)] (B.A. Educational science): Winter term 2023/24, Summer term 2024

Übung „Empirische Forschungsmethoden I -1“ [Seminar for Empirical Research Methods I -1] (B.A. Educational science): Winter term 2021/22, Winter term 2022/23, Winter term 2024/25, Winter term 2025/26, Winter term 2025/26

Übung zu Empirische Forschungsmethoden I-2 [Seminar for Empirical Research Methods I -2] (B.A. Educational science): Summer term 2022, Summer term 2023, Summer term 2025

Seminar „Einführung in die med. Psychologie und Soziologie“ [Seminar 'Introduction to Medical Psychology and Sociology'] (Medical Education): Summer term 2020

Language skills

German	Native
English	Fluent
Spanish	Basic knowledge

Academic self-administration

Since 10/2025	Gewählte Vertretung des Wissenschaftlichen Mittelbaus im Fakultätsrat der Fakultät für Pädagogik und Psychologie [Elected Representative for the scientific personnel of Faculty for Psychology and Educational Science on the Faculty Board]
Since 10/2023	Stellvertretende Beauftragte für die Gleichstellung von Frauen in Wissenschaft und Kunst [Deputy Representative for the Equality of Women in Science and Art] of the Faculty for Psychology and Educational Science
08/2022 – 03/2025	Gleichstellungsbeauftragte [Equal Opportunities Officer] of the DFG Researchgroup COSIMA

Prices

2023	GEBF-Preis für interdisziplinäre Forschung (COSIMA Projekt) [Prize for interdisciplinary research of the Association of Empirical Educational Research (COSIMA Project)]
------	--

Reviewer

Journals	International Journal of Computer Supported Collaborative Learning, Journal of Educational Psychology
----------	---

Dr. phil. Laura Brandl

Leopoldstraße 13, 80802 München, Deutschland
L.Brandl@psy.lmu.de

Conferences ISLS 2023, ISLS 2024, ISLS 2025, LAK2024, LAK2025

Funding

- | | |
|------|--|
| 2022 | Mentoring @ Fak11 LMU (1,176€); The programme is primarily aimed at mentees in the post-doctoral phase with the aim of supporting them on their path towards habilitation/professorship. In exceptional cases, however, mentees who intend to pursue a doctorate or doctoral students with proven scientific excellence may also be accepted into the programme. Proof of scientific excellence considers the scientific self-image and the associated profession-specific requirements of psychology and education. (https://www.lmu.de/psyedu/de/forschung/lmu-mentoring/) |
| 2023 | Funding from the Swiss National Science Foundation to attend the three day invited symposium “Modeling Individual Differences in Education” at ETH Zurich |
| 2025 | PostDoc Support Fund @ Fak11 LMU (1,599€) for attending the LAK2025 Conference |
| 2025 | Funding from the Jacobs Foundation to attend the three day invited symposium “The Future of Feedback” |
| 2025 | Collaboration Partner for Project B01 of the CRC SHARP (TRR419) |

Publications

Journal articles with peer-review (9)

Published (6)

- (1) **Brandl, L.**, Richters, C., Radkowitsch, A., Obersteiner, A., Fischer, M.-R., Schmidmaier, R., Fischer, F., & Stadler, M. (2021). Simulation-Based Learning of Complex Skills: Predicting Performance With Theoretically Derived Process Features. *Psychological Test and Assessment Modeling*, 63(4), p. 542-560
- (2) **Brandl, L.**, Stadler, M., Richters, C., Radkowitsch, A., Fischer, M. R., Schmidmaier, R., & Fischer, F. (2024). Collaborative Problem-Solving in Knowledge-Rich Domains: A Multi-Study Structural Equation Model. *International Journal of Computer-Supported Collaborative Learning*. <https://doi.org/10.1007/s11412-024-09425-4>
- (3) **Brandl, L.**, Stadler, M., Richters, C., Radkowitsch, A., Fischer, M. R., Schmidmaier, R., & Fischer, F. (2024). Correction: Collaborative Problem-Solving in Knowledge-Rich Domains: A Multi-Study Structural Equation Model. *International Journal of Computer-Supported Collaborative Learning*. Advance online publication. <https://doi.org/10.1007/s11412-024-09439-y>
- (4) Horrer, A., **Brandl, L.**, Reichow, I., Sailer, M., Sailer, M., Stadler, M., Heene, M., van Gog, T., Fischer, F., Fischer, M. R., & Zottmann, J. M. (2025). ASSESSRA—A Case-Based Approach for the Assessment of Students’ Scientific Reasoning and Argumentation Skills. *Journal of Psychoeducational Assessment*, 0(0). <https://doi.org/10.1177/07342829251364579>

Dr. phil. Laura Brandl

Leopoldstraße 13, 80802 München, Deutschland

L.Brandl@psy.lmu.de

- (5) Stadler, M., **Brandl, L.**, & Greiff, S. (2023). 20 years of interactive tasks in large-scale assessments: Process data as a way towards sustainable change? *Journal of Computer Assisted Learning*, 1–8.
<https://doi.org/10.1111/jcal.12847>
- (6) Stadler, M., Pickal, A., **Brandl, L.**, & Krieger, F. (2024). VOTAT in Action - Exploring Epistemic Activities in Knowledge-Lean Problem-Solving Processes. *Zeitschrift Für Psychologie*, 232(2), 109–119.

Accepted (1)

- (1) Holzberger, D., **Brandl, L.**, Stadler, M., Obersteiner, A., Chernikova, O., Pickal, A., Nickl, M., Richters, C., Kron, S., Wecker, C., Heitzmann, N., Irmer, M., Corves, C., Neuhaus, B., Fischer, M., Ufer, S., Fischer, F., Sommerhoff, D., & Seidel, T. (accepted). The interplay between expectancy and value and its generalizability across simulation-based learning environments: An individual participant data meta-analysis [registered report]. *Journal of Educational Psychology*

Under review (1)

- (1) Özsoy, M., Pickal, A., **Brandl, L.**, Richters, C., Engelmann, K., Neuhaus, B., Stadler, M., Schmidmaier, R., Fischer, M., Fischer, F., Wecker, C., & Sailer, M. (under review). Collaborative Diagnostic Reasoning in Different Collaboration Scenarios and Domains

Submitted (1)

- (1) Bach, K. M., Pickal, A. J., Richters, C., **Brandl, L.**, Stadler, M., & Sailer, M. (2025, May 16). Gendergerecht oder Gendergaga? Eine Metaanalyse über den Einfluss von geschlechtergerechten Formulierungen auf das Lesen.
https://doi.org/10.31234/osf.io/9qzvs_v1

Chapters in books and peer-reviewed proceedings (5)

- (1) **Brandl, L.**, Stadler, M., Richters, C., Radkowsch, A., Schmidmaier, R., Fischer, M. R., & Fischer, F. (2024). Collaborative Diagnostic Reasoning in a CSCL environment: A Multi Study Structural Equation Model. In *Proceedings of the International Conference on Computer-supported for Collaborative Learning, Proceedings of the 17th International Conference on Computer-Supported Collaborative Learning - CSCL 2024* (pp. 403–404). International Society of the Learning Sciences. <https://doi.org/10.22318/cscl2024.951812>
- (2) **Brandl, L.**, Richters, C., Kolb, N., & Stadler, M. (2025). Can generative artificial intelligence ever be a true collaborator? Rethinking the nature of collaborative problem-solving. In L. Yan, A. Nguyen, R. Baker, M. Cukurova, D. Gašević, K. Yang, Y. Jin, L. Zhao, & Y. Li (Eds.), *Generative AI for Learning Analytics 2025: Proceedings of the Second International Workshop on Generative AI for Learning Analytics* (CEUR Workshop Proceedings, Vol. 3994, pp. 80–87). CEUR-WS.org. <https://ceur-ws.org/Vol-3994/short6.pdf>
- (3) Milesi, M. E., Mejia-Domenzain, P., **Brandl, L.**, Echeverria, V., Jin, Y., Gasevic, D., Tsai, Y., Käser, T., & Martinez-Maldonado, R. (2025). “Piecing Data Connections Together Like a Puzzle”: Effects of Increasing Task Complexity on the Effectiveness of Data Storytelling Enhanced Visualisations. *Conference:*

CHI 2025: CHI Conference on Human Factors in Computing Systems, 1–18.
<https://doi.org/10.1145/3706598.3714270>

- (4) Richters, C., Stadler, M., **Brandl, L.**, Radkowitsch, A., Schmidmaier, R., Fischer, M.R., Fischer, F. (2023). Reflection on collaborative action: Fostering collaborative diagnostic reasoning in an agent-based medical simulation. *Proceedings of Computer Supported Collaborative Learning (CSCL) 2023*. Montreal, Canada: International Society of the Learning Sciences.
<https://doi.org/10.22318/cscl2023.596913>
- (5) Vogel, F., Weinberger, A., Hong, D., Wang, T., Glazewski, K., Hmelo-Silver, C. E., Uttamchandani, S., Mott, B., Lester, J., Oshima, J., Oshima, R., Yamashita, S., Lu, J., **Brandl, L.**, Richters, C., Stadler, M., Fischer, F., Radkowitsch, A., Schmidmaier, R., . . . Noroozi, O. (2023). Transactivity and Knowledge Co-Construction in Collaborative Problem Solving [Symposium]. In *Proceedings of the International Conference on Computer-supported for Collaborative Learning, Proceedings of the 16th International Conference on Computer-Supported Collaborative Learning - CSCL 2023* (pp. 337–346). International Society of the Learning Sciences. <https://doi.org/10.22318/cscl2023.646214>

Conferences (10)

Past Conferences (10)

- (1) Bach, K., Wachholz, V., Pickal, A., Richters, C., Murböck, J., **Brandl, L.**, Stadler, M., & Sailer, M. (2025, January). Gendergerecht oder Gendergaga? Eine Metaanalyse über den Einfluss von geschlechtergerechter Sprache im Vergleich zum generischen Maskulinum auf die subjektive Wahrnehmung von Texten, das objektive Textverständnis und die Lesedauer [Gender-inclusive or gender gaga? A meta-analysis of the influence of gender-inclusive language compared to the generic masculine on the subjective perception of texts, objective text comprehension and reading time][Paper Presentation]. GEBF 2025, Mannheim, Germany
- (2) **Brandl, L.**, Richters, C., Radkowitsch, A., Obersteiner, A., Fischer, M.-R., Schmidmaier, R., Fischer, F., & Stadler, M. (2022, August/September). Complex Skills in Simulations: Predicting Performance with Theoretically Derived Process Features [Paper Presentation]. EARLI SIG 27 Conference, Southampton, England
- (3) **Brandl, L.**, Richters, C., Radkowitsch, A., Obersteiner, A., Fischer, M.-R., Schmidmaier, R., Fischer, F., & Stadler, M. (2022, September). Komplexes Problemlösen in Simulationen: Vorhersage von Performanz anhand theoriebasierter Prozessmerkmale [Complex Problem Solving in Simulations: Predicting Performance with Theoretically Derived Process Features] [Paper Presentation]. DGPS 2022, Hildesheim, Germany
- (4) **Brandl, L.**, Stadler, M., Richters, C., Fischer, M. R., Schmidmaier, R., & Fischer, F. (2025, August). Success and Failure in Collaborative Diagnostic Reasoning from a Process Perspective [Accepted Paper presentation]. EARLI 2025, Graz, Austria
- (5) **Brandl, L.**, Stadler, M., Richters, C., Radkowitsch, A., Fischer, M. R., Schmidmaier, R., & Fischer, F. (2025, January). Kollaboratives Problemlösen in wissensreichen Domänen: Ein Multi-Studien-Strukturgleichungsmodell [Collaborative Problem-Solving in Knowledge-Rich Domains: A Multi-Study

Dr. phil. Laura Brandl

Leopoldstraße 13, 80802 München, Deutschland
L.Brandl@psy.lmu.de

- Structural Equation Model.][Paper Presentation]. GEBF 2025, Mannheim, Germany
- (6) Oezsoy, M., Pickal A. P., **Brandl, L.**, Richters, C., Engelmann, K., Neuhaus, B. Stadler, M. Schmidmaier, R., Fischer M., Fischer F., Wecker, C., & Sailer, M. (2024, August). Collaborative diagnostic reasoning in simulations: Insights from two disciplines [Poster Presentation]. EARLI Sig 6 & 7 Conference, Tübingen, Germany. <https://doi.org/10.17605/OSF.IO/GZYPD>
 - (7) Oezsoy, M., Pickal A. P., **Brandl, L.**, Richters, C., Engelmann, K., Neuhaus, B. Stadler, M. Schmidmaier, R., Fischer M., Fischer F., Wecker, C., & Sailer, M. (2024, September). Kollaboratives diagnostisches Denken in Simulationen: Eine Betrachtung zweier Domänen [Collaborative diagnostic reasoning in simulations: Insights from two disciplines] [Presentation]. 53rd DGPs Congress/15th ÖGP Conference, Vienna, Austria.
 - (8) Richters, C., **Brandl, L.**, Stadler, M., Fischer, M.R., Schmidmaier, R., & Fischer, F. (2023, August). Effects of stimulated reflection on collaboration in an agent-based medical simulation [Paper presentation]. EARLI 2023, Thessaloniki, Greece.
 - (9) Richters, C., Stadler, M., **Brandl, L.**, Radkowitz, A., Fischer, M.R., Schmidmaier, R., & Fischer, F. (2023, September). Reflexion über kollaboratives Diagnostizieren: Vorwissensabhängige Effekte unterschiedlich stark strukturierter Reflexionsanleitung in einer agentenbasierten medizinischen Simulation [Reflection on collaborative diagnosis: Prior knowledge-dependent effects of varying degrees of structured reflection guidance in an agent-based medical simulation] [Symposium]. PAEPS 2023, Kiel, Germany.
 - (10) Stadler, M. & **Brandl, L.** (2024, March). Enhancing Self-Regulated Learning through Theory-Based Prompting and Large Language Models: Insights from Medical Education [Paper presented in the CELLA Workshop]. LAK 2024, Kyoto, Japan

Upcoming Conferences (0)

Invitations

Invited Talks (3)

- (1) **Simulation-Based Learning of Collaborative Problem-Solving from a Process Perspective.** Talk given at Centre for Learning Analytics at Monash (CoLAM), Monash University, Melbourne (Australia) on the 13.03.2024
- (2) **Collaborative Diagnostic Reasoning from a Process Perspective.** Talk given at the University of Augsburg, Augsburg (Germany) on the 14.11.2024
- (3) **Learning of Collaborative Problem Solving.** Talk at the Future of Feedback Symposium, Marbach (Germany) on the 04.06.2025